DOCUMENT RESUME

ED 236 630 CS 207 905

AUTHOR Emig, Janet; King, Barbara
TITLE Emig-King Attitude Scale for Students.
PUB DATE 79
NOTE 12p.; For related documents, see CS 207 904-945. This instrument is a revision of the Emig Writing Attitude Scale (Student Version) constructed for the New Jersey Writing Project in 1977. CS 207 904 is the Teacher Version.
PUB TYPE Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Attitude Measures; Measures (Individuals); Secondary Education; *Student Attitudes; *Writing Evaluation; *Writing Instruction; *Writing Processes
IDENTIFIERS *The Research Instruments Project

ABSTRACT

Designed to assess students' attitudes toward writing, this scale contains 40 items representing three categories: preference for writing, perception of writing, and process of writing. Respondents circle one of five points ranging from "almost always" to "almost never." Validity, reliability, and normative data are included. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (writing), title, author, date, age range (junior and senior high school), purpose, and physical characteristics.) (HTH)

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Emig-King Attitude Scale for Students.

The measurement instruments contained in this document have been reviewed in a monograph (cited below) edited by William T. Fagan, Charles Cooper, and Julie Jensen, for The Research Instruments Project (TRIP), and funded by a grant from the Trustees of the NCTE Research Foundation:

Measures for Research and Evaluation
in the
English Language Arts
Volume II

The purpose of the editors has been to select and review measurement instruments pertaining to all aspects of research and evaluation in the English language arts, e.g. language and language development, literacy, literature, reading (including comprehension, teacher-pupil interaction, etc.), writing, and teacher knowledge and attitudes. In order to make some of the actual instruments reviewed more readily available, the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS) has cooperated with the editors by processing selected instruments into the ERIC system (see the 42 documents assigned Clearinghouse accession numbers CS 207 904-945).

CS 207905

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Category: Writing

Title: Emig-King Writing Attitude Scale for Students (WASS)

Authors: Janet Emig and Barbara King

Age Range: Junior High and Senior High

Description of Instrument:

Purpose: To assess students' attitudes towards writing.

Date of Construction: 1979

Physical Description: WASS is a revision of the "Emig Writing Attitude Scale" (Student Version) constructed in 1977 for the New Jersey Writing Project. The revised scale contains 40 items. The items in the revised scale represent three categories: preference for writing, perception of writing, and process of writing. Approximately thirty minutes are required to administer the scale which asks students to circle one of five points ranging from "almost always" to "almost never." Sample items:

Perception of Writing: Good writers spend more time revising than poor writers.

Almost Always	Often	Sometimes	Seldom	Almost Never

Process of Writing: I voluntarily reread and revise what I've written.

Almost Always	Often	Sometimes	Seldom	Almost Never

Preference of Writing: I write letters to my family and friends.

Almost Always	Often	Sometimes	Seldom	Almost Never

Validity, Reliability, and Normative Data:

The original scale was used in a 1977-1978 study of the New Jersey Writing Project. Twenty-five teachers and sixteen hundred students participated in this study. The present scale was constructed after suggested revisions were made by English education graduate students and secondary teachers of English. The suggestions of these experts contributed to the content validity of the scale. Cronbach alpha reliabilities for the subscales of WASS are as follows:

Perception, .589; Process, 726; and Preference, .716.

Related Documents:

King, Barbara. "Two Modes of Analyzing Teacher and Student Attitudes Toward Writing: The Emig Attitude Scale and the King Construct Scale." Doctoral dissertation, Rutgers University, 1979.

Sex: M___ or F___

EMIG-KING ATTITUDE SCALE FOR STUDENTS

For each item, circle your response.

1.	I write letters to my family and friends.	Almost Always	Often	Sometimes	Seldom	Almost Never
2.	On my own, I write stories, plays, or poems.	Almost Always	Often	Sometimes	Seldom	Almost Never
3.	I voluntarily reread and revise what I've written.	Almost Always	Often	Sometimes	Seldom	Almost Never
4.	When I have free time, I prefer writing to being with friends.	Almost Always	Often	Sometimes	Seldom	Almost Never
5.	I prefer topics I choose myself to ones the teacher gives.	Almost Always	Often	Sometimes	Seldom	Almost Never
6.	On the whole, I like school.	Almost Always	Often	Sometimes	Seldom	Almost Never

7. I use writing to help me study and learn new subjects.

Almost Always | Often | Sometimes | Seldom | Almost Never

8. Girls enjoy writing more than boys do.

Almost Always | Often | Sometimes | Seldom | Almost Never

9. I like what I write.

Almost Always | Often | Sometimes | Seldom | Almost Never

10. Writing is a very important way for me to express my feelings.

Almost Always | Often | Sometimes | Seldom | Almost Never

11. Doing workbook exercises helps me improve my writing.

Almost Always | Often | Sometimes | Seldom | Almost Never

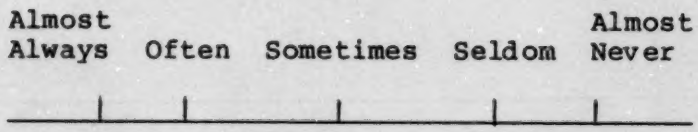
12. A student who writes well gets better grades in many subjects than someone who doesn't.

Almost Always | Often | Sometimes | Seldom | Almost Never

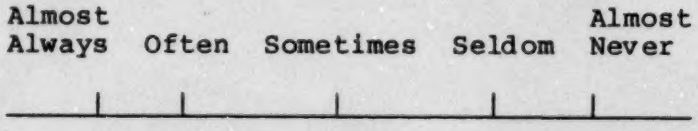
13. When I have free time, I prefer writing to reading.

Almost Always | Often | Sometimes | Seldom | Almost Never

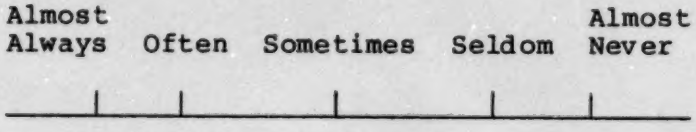
14. I do school writing assignments as fast as I can.



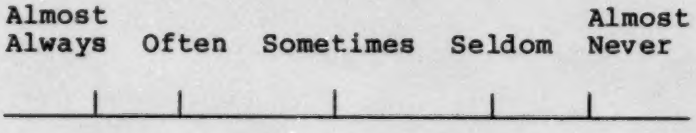
15. I get better grades on topics I choose myself than on those the teachers assign.



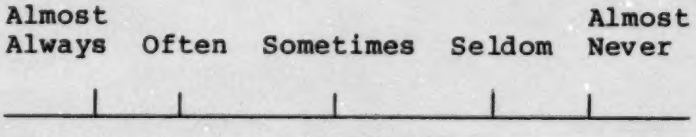
16. I write for the school newspaper, literary magazine, or yearbook.



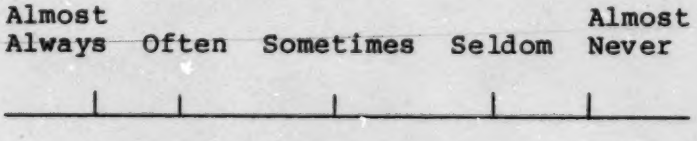
17. I voluntarily keep notes for school courses.



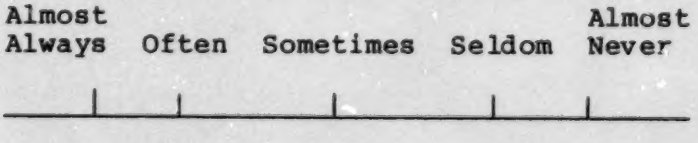
18. When I have free time, I prefer writing to sports, games or hobbies.



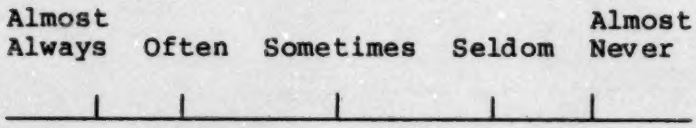
19. I leave notes for my family and friends.



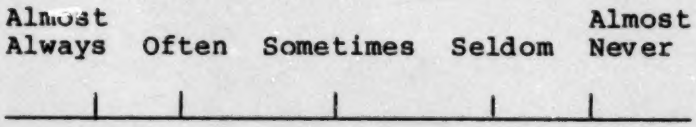
20. The teacher is the most important audience for what I write in school.



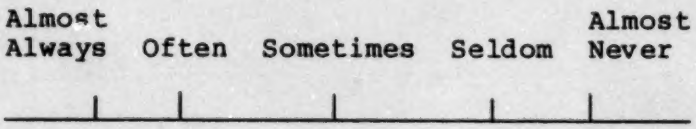
21. Students need to plan in writing for school themes.



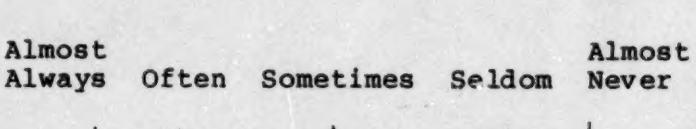
22. When I have free time, I prefer writing to watching television.



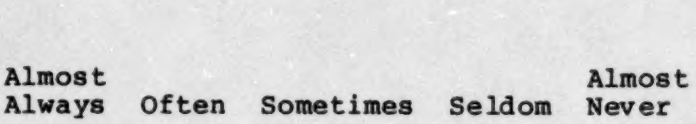
23. I write better than I speak.



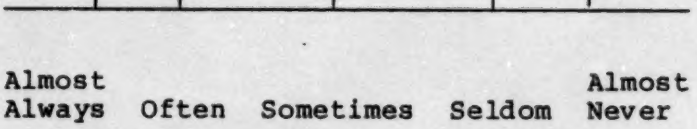
24. Good writers spend more time revising than poor writers.



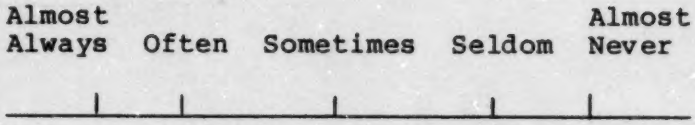
25. I accept positions in groups that involve writing.



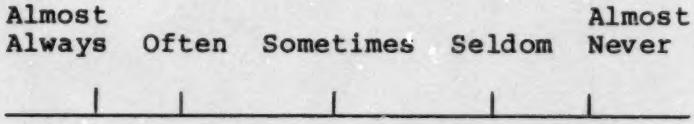
26. I write better than I read.



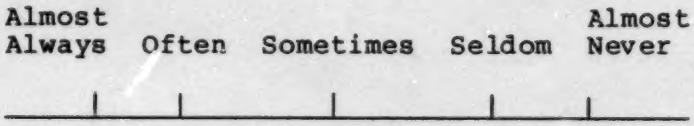
27. I spend more time on a piece of writing I do outside school than one I do as an assignment.



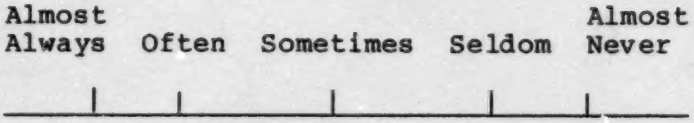
28. Studying grammar helps me improve my writing.



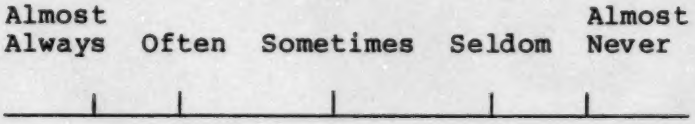
29. I'd rather write than study literature.



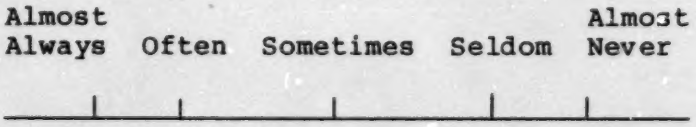
30. I share what I write for school with family and friends.



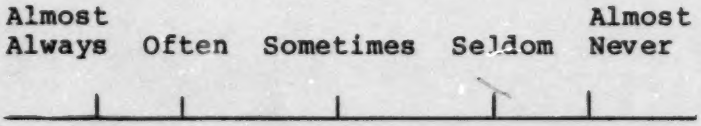
31. I write public figures like my Congressman or Mayor.



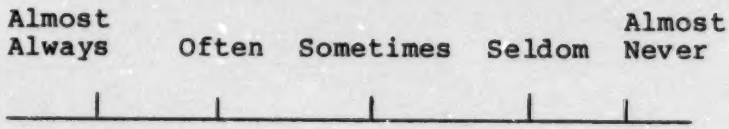
32. I write graffiti



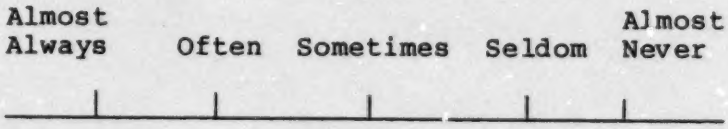
33. In class, I share what I write with other members of the class.



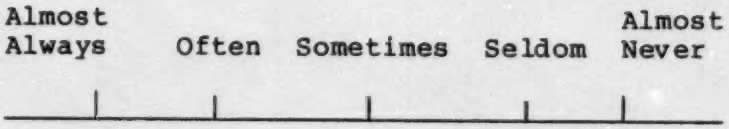
34. When I have free time, I prefer writing to listening to music.



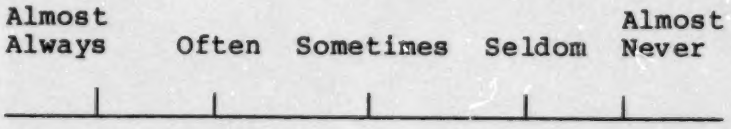
35. Teachers give poor grades to papers that have misspellings.



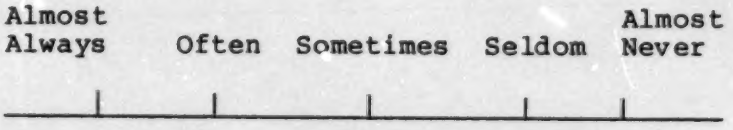
36. Writing for others is more important than expressing myself.



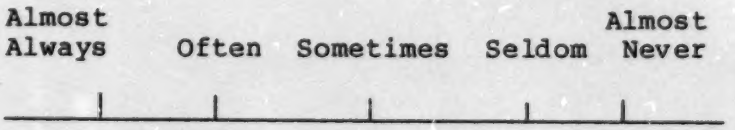
37. I can put off doing assigned writing until the last minute and still get a good grade.



38. I must learn to write a good paragraph before I can write an entire theme.



39. I keep a journal or diary.



40. I prefer writing to dramatics in English class.